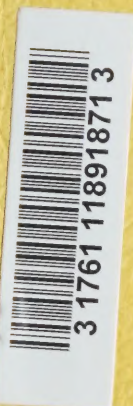
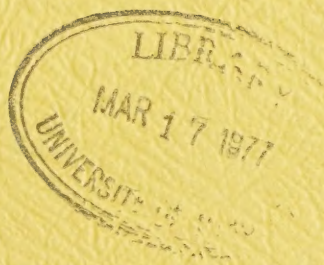


QUEEN'S UNIVERSITY  
AT KINGSTON

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Presentation to  
the Committee on University Affairs



NOVEMBER 1972





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## QUEEN'S UNIVERSITY

AT

KINGSTON

## Presentation to the Committee on University Affairs

November 1972

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## PART I

### ACADEMIC DEVELOPMENT AT QUEEN'S UNIVERSITY

#### REPORT #4

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ACADEMIC DEVELOPMENT AT QUEEN'S UNIVERSITY

REPORT #4

I. INTRODUCTION

The challenge of planning the future of Queen's in the seventies is very direct. How do we make the choices which will ensure that limited and in recent years diminishing financial resources in real terms are deployed as effectively as possible in making our best possible contribution to the needs of Ontario and Canada?

The choices to be made are many and difficult. How many students of various kinds? How many different programs? How many different courses? How many faculty doing how much teaching, how much research, how much committee work and when?

If student numbers are to increase while income per student declines in real terms; if salaries increase as faculty become on the average more experienced and therefore more expensive, numbers of staff relative to numbers of students must decline. Other activities must give some way to teaching unless it is assumed that relatively fewer staff can take on a greater total workload, or unless means can be found for students to assume greater responsibility for the learning process. Could our academic services (the library, the computer, other kinds of instructional technology) assist the learning process for more students in future? To maintain the highest quality in

what we do, must we concentrate our efforts on fewer things? The challenge of the seventies lies in our collective and individual capacity to readjust to changing circumstances and needs by choosing priorities correctly.

Apart altogether from the pressure of internal circumstances, there is complaint from a vocal part of the press and public which thinks professors do too much research and too many extra jobs outside the university. While such criticisms may be unfairly overgeneralized they point clearly to the need within the university for each faculty member to "accept the responsibility of ensuring that his time is well spent and that his enterprise is directed fruitfully". The Senate has already provided the basis for firm application of this principle in its statement on "The university appointment: freedom and responsibility" from which the preceding quotation was taken. The statement also says in part that

"The nature and extent of each faculty member's endeavours are matters to be agreed upon with the University. These professional endeavours, - in total comprising some combination of teaching, supervision, research, scholarship, professional service or consultative work, and administration, - may vary from time to time for any individual and may differ among individuals. A faculty member's responsibilities may require him to be absent from the campus for periods of time."

How can we respond to change and maintain quality? This is



the perennial theme of planning. But the perspective has shifted in recent years and is shifting still. We begin this response to the challenge of the seventies by examining first the assumptions on which our planning has been based until now.

## II. PLANNING ASSUMPTIONS

That the future will differ from the present and the past is axiomatic. The extent and nature of those differences is what the planning process attempts to discover. The building blocks in this process are the assumptions from which the imagining proceeds. As an introduction this year to discussion of specific aspects of the future we will therefore first identify the assumptions upon which our first three reports were based. This will help us to grasp more easily the shifts of perspective already noted.

In examining assumptions of the first three reports, it is perhaps useful to make the further distinction between fundamental assumptions about the nature of planning as we see it and what might be termed operative assumptions which underly the actual plans as they have been developed.

Using this terminology then, we have made the following fundamental assumptions about the planning process as we see it at Queen's:

- 1) planning involves wide consultation, informal as well as formal, among the major constituencies within the university community. The Senate which is representative of these constituencies has the responsibility of overseeing and validating the long-term academic planning process on a university-wide basis.
- 2) planning is a continuing, dynamic process. No part of a long range plan is ever "set in concrete" until the exigencies of implementation move it into the short-term planning phase for execution. It follows that planning involves regular reevaluation and readjustment in what is sometimes referred to as an iterative process. It also follows, however, that reevaluation and readjustment of long-range planning will also be done on a university-wide basis under Senate authority.
- 3) long-range planning is concerned with basic matters of policy - what to do - rather than the detail of implementation - how to do it. At the same time approximate judgments about feasibility are an integral



part of long-term planning as are the details of the consultative and other planning machinery itself.

With these fundamental assumptions about the nature of the planning exercise in mind we turn to the operative assumptions which underly reports #1, 2, and 3.

- 1) We have assumed that long-range planning has an educational objective for the community as a whole since "institutional self-awareness or self-consciousness is an essential condition if the university is to function effectively in the contemporary context" (Report #1).
- 2) We have assumed that growth was to be related to "maintaining a pleasant environment on a human and humane scale within the university and in harmony with the wider community of which Queen's is a part. This we take to be an overriding concern -- the precondition of success in achieving every other aim." (Report #2). In evaluating alternative mixes of activities, total population of the university, and physical relationships internally on campus and externally within the Kingston community - the final

test in all choices is the impact on what can be most briefly described as the "character" of the institution. Preserving the desirable essentials of that character - a particular style, atmosphere, ethos or what you will - becomes a major aim of planning. These may appear to be vague notions but most people will agree that in spite of the turmoil of expansion in recent years the intellectual and emotional climate at Queen's is as salubrious as any and they recognize that this condition is not accidental. In short, a central objective of the long term planning process is, therefore, to ensure that neither the human nor the physical environment is allowed to deteriorate by accident through ill considered ad hoc decisions.

- 3) We have assumed that at Queen's most undergraduate students would proceed directly from high school to completion of a first degree on a full-time basis. This is implicit in the enrolment projections in Reports #1, 2, and 3.
- 4) From these inward-looking assumptions we went on to make further operative assumptions about the external



environment. We noted in Report #1 that "growth at Queen's has ceased to parallel that of the system". In Reports #2 and #3, we made explicit the assumption that in an expanding and diversifying system of post-secondary education there would be a "continuing place for the kind of university we have gone some distance toward defining for the future". We had assumed that because there were clearly upper limits beyond which expansion of student numbers in the Kingston situation would be destructive of the "character" at which we aimed, we should plan for a mix of undergraduate, professional, and graduate programs which would enable each to develop most efficiently in an economic and qualitative sense within the overall limit of enrolment which we felt, for reasons argued in Reports #1 and #2, was in the neighborhood of 10,000 students. We felt confident that the strength of the faculty acquired during the period of expansion in the sixties together with the improvement in physical and library facilities meant that we would prove to be as attractive to graduate students as to undergraduates and that we could, therefore, plan an overall enrolment mix of

about 15% graduate and 85% undergraduate and professional. We assumed that the proportion of graduate students at Queen's might be higher than at some other institutions in the province while it would certainly remain somewhat lower than at Toronto or other multi-versities.

- 5) The assumption implicit in the foregoing was that the system of universities in Ontario would indeed be a differentiated one although not necessarily a hierarchical one.
- 6) We assumed in Report #2 that questions to be considered by the Commission on Post Secondary Education about the "pattern to be followed in further expanding opportunity are inevitable and appropriate". We also assumed in Report #2 that

"existing universities with established strength and recognized reputations can best respond to this "fluid" situation by debating their long-term goals internally and deciding in general on the mix of activities which is appropriate to their historical circumstances and their resources and the scale on which they think it appropriate to plan their own future development. The university that knows its own mind and has clear objectives need not feel threatened by changes in the system."



The foregoing brief review of operative assumptions will be amplified somewhat as we now discuss their continuing validity and relevance. It will be noted that the list did not include any assumptions about the level or method of government funding except a reference to "feasibility". Of course, if we did not believe that adequate funding would materialize, planning would have no point.

#### Planning in the Ontario System

In reviewing our list of assumptions it will make sense to look first at the last three which concern the impact of external factors. First, it is clear that total enrolments in Ontario universities are likely to expand much more slowly in the years immediately ahead than was generally assumed two years ago. 1972 may see the first absolute decline in first year undergraduate intakes for a decade or more. Whether undergraduate intakes level off permanently remains to be seen. Grade XIII enrolments are not expected to increase markedly after the mid-seventies. It would be reasonable to predict a further modest increase in the proportion of high school graduates entering university and therefore that the undergraduate part of the system will continue to expand, but at a much slower rate. In this

assumption the total level achieved by 1980 is certain to fall considerably below the lowest figures considered likely for Ontario by the most recent projections prepared for the Economic Council of Canada (211,000 full-time (including graduate students) in 1980-81 in Study #25, January 1970) or indeed the more conservative projections published by the Ontario Institute for Studies in Education (205,600 full-time (including graduate students) 1980-1 series/Number 4, 1968). The degree of further expansion in total full-time undergraduate enrolments will, of course, depend to a considerable extent on government policies for funding both students and universities and these will not be clarified until the government has considered and acted on the final recommendations of the Commission on Post Secondary Education. Uncertainties of the same sort make it difficult to estimate the total provincial growth in graduate enrolments to 1980. Furthermore the impact on graduate enrolments of the discipline assessment process now under way is unpredictable. Within the system as a whole part-time enrolments, both graduate and undergraduate, are expected to continue to increase more rapidly than full-time enrolments.

Does a less rapidly expanding provincial university system alter the assumption that there is "room" for the kind of



specific development which we have foreseen as desirable at Queen's? Demand for places in all undergraduate faculties except engineering continues to outrun capacity very dramatically. Cyclical factors affecting engineering are prevalent throughout the system and argue caution in estimating future enrolments in these areas. In general, however, so long as we maintain a reputation for worthwhile programs, demand for places will, we hope, remain strong enough to ensure overall undergraduate enrolments at levels previously projected.

Demand for graduate places is much more difficult to predict. And the assumption of a differentiated system of universities in which Queen's is permitted to develop a greater than average emphasis on graduate work is more problematical. But in reviewing assumptions we conclude that we should continue to assume that there will, in the long run at least, be "room" for the modest growth of graduate work which we projected in Report #3 although it may take a longer time to reach the desired level. We shall refer to factors affecting graduate enrolments in later sections of this report.

We stated in Report #3 that "the extent to which Queen's can realistically expect to share in the trend to greater numbers of part-time registrations is not yet clear". With the requirement that teachers complete a university degree

before entering the profession, fewer practicing teachers will be attending summer school. It is at least doubtful that other students will appear in sufficient numbers to offset declining enrolments of teachers in extension and summer school courses as academic requirements before certification are raised. This is not to minimize in any way the responsibility which Queen's has always acknowledged to provide part-time opportunities for degree work. It is simply to say that in our geographical situation we cannot expect to participate automatically in what is undoubtedly an overall trend to relatively greater emphasis on part-time studies. The fact that almost ninety percent of our undergraduate students come to Kingston for the purpose of attending Queen's and the fact that employment opportunities in the Kingston area are limited, combine to sustain the operative assumption that most students will attend Queen's on a full-time basis. As time passes larger numbers of students may take time off during their degree programs, but only experience will tell how many of these there may be. We can also foresee the possibility that more mature students will attend. But it is too early to assume that the numbers in either category will significantly alter the general character of the undergraduate student body. At the same time we can safely assume that possibilities of expanding opportunities for part-time students which are



consistent with our circumstances will be fully seized. Inter-session courses offered for the first time in May/June of 72, and increased offerings of evening courses provide recent evidence of these intentions.

We turn now to the other operative assumptions which we characterized as "inward-looking". These are fundamental to our collective awareness of the university and our understanding of ways in which our various objectives are inter-related. The report of the task force on the steady state is particularly helpful in establishing some of these relationships and our review of assumptions can best proceed in the context of this important report.

### III. ACADEMIC DEVELOPMENT IN THE STEADY STATE (Constant Student Enrolment)

#### The Task Force Mandate

In the fall of 1970 the Senate approved a recommendation of Report #2 that a special task force be established "to study all present and future implications of relatively stable enrolment from 1975 to 80 and to recommend policies relating to any matter which will allow the university to remain responsive to change and to maintain a vital atmosphere without major annual increases in enrolment after 1975". SCAD's partner in this enterprise was its sister Senate Committee on Appointment, Promotion, Tenure and Leave. It was clear, that with almost 50 per cent of the total university budget committed

to faculty salaries, the crucial questions about a future in which enrolments and revenues would level off while salaries would be expected to rise related directly to policies governing appointments, promotions, and leave. In discussion of the "steady state" in Report #2 we said "we believe that possible changes in these policies must be considered seriously in order to ensure the university's continuing capacity for change."

The task force has now submitted its report and this has been published so that there may be the widest possible recognition on the campus of the problems involved and the fullest possible discussion of the ways of meeting the problems as outlined in the Task Force Report. The task force decided not to recommend any specific actions but has pointed out very clearly a number of areas in which present policies can be adjusted in order to achieve a better use of increasingly limited resources.

### Quantitative Studies

The task force has carefully studied academic staff age profiles, rates of resignation, numbers of tenured faculty in the various ranks, and salary and promotion profiles. They have also looked at the numbers of staff eligible for leave under present policies. Their quantitative studies have fully confirmed the conditions hypothesized in SCAD Report #2 for the



rest of the present decade, i.e. 1) that there will be few new faculty positions and no chance of improving faculty student ratios. 2) "Since most appointments during the period of fastest expansion at Queen's were made at the Assistant Professor level, retirements and resignations alone (if past trends are indicative) will not result in a substantial number of vacancies to be used in adjusting to student demand and curricular change unless there is a large turnover among younger faculty." (In fact as the study shows, the general slowing down in university expansion within Ontario and elsewhere has resulted in a drop of the overall average rate of attrition from all causes including resignation from about four per cent a year to about two per cent per year). 3) As the average age of faculty increases because fewer people are being brought in at the lower grades, the average salary per academic staff member will increase over and above increases resulting from inflation.

### Constraints and Expectations

In dealing with the problems posed by these conditions, the task force quite rightly points to the fundamental matter of expectations. It will be important to avoid creating false expectations on the part of those appointed to short term appointments and it will be necessary to adjust promotion

policies to the realities of the revenues available to the university.

The task force notes that economic constraints have already affected decisions on new programs but "in future this constraint may necessitate a choice between existing programs". Where new programs must be staffed it encourages first consideration be given to existing members of the tenured staff rather than to new appointments. Greater mobility of staff within the university across departmental lines should be actively pursued as a goal through whatever administrative means are appropriate.

The task force endorses a new approach to leave policy which was put before the Senate by the Senate Committee on Appointment, Promotion, Tenure and Leave. This new approach has engendered a good deal of debate and in particular Senators have required further explanation of the reasons for revising present policy. The Senate Committee will no doubt respond to this request. Here we merely note that the task force saw in the proposed policy improved flexibility to meet the problems of the 70's. In summary, this policy views leave as a temporary redistribution of normal duties. It should provide opportunities for staff to become proficient in new areas of teaching as well as fulfilling a traditional need for uninterrupted blocks of time for study and research. A particularly helpful suggestion



is a proposed policy of negotiated leave which would permit members of faculty to be absent from the university for extended periods of time during which they receive remuneration from non-university sources. In fact this proposal would formalize and extend a pattern which has been followed in a number of cases particularly in the Faculty of Law.

The task force emphasizes the importance of qualitative considerations which motivated SCAD to recommend its establishment. They point to "a need for reassessment of certain forms of operation which were standard practice in the past but which will become impossible under the harsh economic realities of the future. The degree to which such adjustments are effective in maintaining the desired academic environment is probably the most vital question of the steady state proposition". They point to the difficult choices to be made among disciplines and sub-disciplines in the midst of the continuing knowledge explosion which was discussed in SCAD Report #2. Difficult and dangerous as such choices must be, however, (because several years must pass before the correctness or otherwise of a particular decision may be clear), it will be better to make them with careful regard to relative strengths in related fields at Queen's and according to agreed broad lines of development rather than otherwise. This becomes especially important when the selection of new disciplines or fields may involve the

very few and precious new appointments available.

The task force points also to possible damage to the intellectual environment of the university resulting from substantially increasing teaching loads unless offsetting arrangements can be made. They see some possibility of redistributing committee responsibilities and indeed re-examining the present committee structure in ways that will leave more total faculty time available for research, teaching, and learning. At the same time, however, the task force stresses the need for all members of faculty, part-time as well as full-time to be personally involved with long-range development decisions "if the quality of the academic environment is not to suffer".

Both of these concerns are valid and they suggest that the amount of faculty time going into committee work is well worth more careful attention - a matter to which we shall return below.

### Policy Development

How might all of these concerns be tied together in a coherent policy? While it would be premature to make recommendations until there has been opportunity for full discussion of the task force report, some possibilities immediately present themselves as worth consideration. Is leave policy perhaps the



key? If the things normally done on sabbatical leave - study and research - are recognized as part of an integrated workload, and if it is accepted that all members of faculty are eligible for leave from teaching duties at regular intervals and at full pay, then a number of other objectives might be served.

For example, leave viewed in this light makes possible "specialization in time" (the phrase is Professor Good's). If such leave can be granted on a flexible basis (not necessarily for a full year or half year at a time and not necessarily away from Kingston) there would seem to be extensive possibilities for improving the match of an individual's scheduled responsibilities for undergraduate and graduate teaching with the needs of his unscheduled work (study and research and supervision through informal contact with individual graduate and undergraduate students). As we have already emphasized, these needs will differ depending on the discipline and the kinds of teaching and research activities in which the individual is engaged. Within the revenue constraints already noted, such a policy would have to be financed by various means including heavier teaching loads (an average increase of half of one full course per year would represent a nominal 20 per cent increase and would probably be sufficient), a reduced number of courses offered in total and in any one year and a reduction in duplication of lecture material offered to multiple sections of

the same course either through combining sections or presenting didactic material by means of various technologies including workbooks. Listing such possibilities does not imply that there is any better way in an absolute sense than to continue to teach according to present patterns. The question is whether the advantages of present methods are so great as to offset possible qualitative advantages in other methods. If faculty will do a better overall job with increased and more flexible leave opportunities, then the methods of implementing such policies have to be weighed against possible disadvantages.

A more flexible leave policy would not be financed entirely in the ways mentioned. In some faculties and some departments of the Faculty of Arts and Science there is a wide range of temporary employment opportunities for members of faculty. Such employment may offer faculty members the opportunity to undertake the type of applied research or study usually associated with regular leave. In these cases eligible faculty members might be granted regular leave since it is awarded after a consideration of the proposed activity and is not tied to any one means of funding. Faculty members without sufficient service to qualify for regular leave might be granted a negotiated leave, but it should not be assumed that they would then automatically be granted regular leave in addition. In short a flexible leave policy should include flexibility in the type of leave, the



timing of leave, and income sources. Such maximum flexibility will be required if available university funds are to be used in a way that will ensure leave for as many members of faculty as possible.

With a new policy which views leave of all kinds as a temporary "reassignment of duties" it will become necessary for department heads and deans to scrutinize more closely the proposed activities of the faculty member and this will provide more opportunities than are now perhaps fully used to ensure that time on leave is spent productively from the university's as well as from the individual's point of view. We suspect that one further benefit of such a policy would be the opportunity to encourage some persons to devote their energies on leave to research into the teaching of a particular discipline rather than its substance. In many disciplines where the so-called knowledge explosion is most noticeable it will be increasingly important to give careful and coordinated attention to course content and teaching strategies on a continuing basis. Such updating of curricula is now done in many cases within departments - but it may be better done in future by wider consultation among faculty in related disciplines and responsibility for the necessary coordination may need to be formally assigned. What we are suggesting is that leave from scheduled teaching responsibilities is not necessarily leave from other kinds of teaching

responsibilities. Indeed, if the concept is accepted of assignment to different kinds of duties at different times, on campus and off campus, there is hardly any need for the term "leave" except as it covers leave from all kinds of responsibilities at the university, in other words, holidays.

#### IV RESOURCES AND QUALITY

In the introductory section of this report we noted that the Senate had confirmed an integrated view of faculty responsibilities. The Senate statement emphasizes that these may differ among individuals at any one time and may shift for each individual with time. We must recognize however that this flexible and variable model of faculty responsibilities is challenged by external authorities who assume that the public will only get value for money if faculty duties are spelled out on a clear and uniform basis. Pressure for a more rigid concept also comes from those within universities who advocate collective bargaining.

Against this background then it becomes particularly important to examine research and administrative activities of faculty to see whether shifts of effort now placed in these areas could result in better use of total resources for teaching activities. We have assumed integrated compensation for integrated duties which include teaching, research and administrative work. In the long run, this principle should apply as well to teaching

carried out under the department of extension although there are acknowledged administrative and financial difficulties in applying it rigidly in the immediate future.

### Research

In Report #2 we specifically rejected for Queen's the model of the multiversity and recognized that Queen's was not likely to provide a home for many independent research units divorced from teaching. We went on to acknowledge the important responsibility of the university to develop new knowledge through research. But in relation to the basic objectives of Queen's University, research is primarily important for its relationship to the teaching and learning of students at all levels.

As the further discussion in Report #2 indicated, this attitude towards research did not preclude in any way our concern with obtaining external grants with which to fund the direct costs of research. It was consistent with the concern expressed in Report #1 that we be sensitive to changes in the policies of granting agencies. Even though we noted (this was 1969) "that numbers of advanced graduate students in many disciplines will tend to stabilize", we also urged that "this should not be allowed to have the effect of preventing further selective development of research activity and research output...



which will almost certainly be consistent with national policy and at the same time will make it possible to offer better opportunities for professional training to graduate students". Because throughout we kept in sight the principle that research and teaching are inseparably linked, we suggested no differentiation among members of faculty so far as salary is concerned. Faculty salaries have been of course almost entirely funded through the per student operating grants formula. Granting policies of Canadian agencies have in general prohibited salary payments to principal researchers from grants. Canadian universities have thus been spared the drastic cuts in monies available for staff salaries at American universities which resulted from cancellations of U.S. government research contracts. At Queen's salary increases and promotions have been based on overall assessment of overall performance by department heads and deans. Overall performance includes teaching, administrative and committee work, and research output whether or not an individual's research is of the kind which requires external funding of direct costs involved. Research, taken as it is at Queen's to be scholarly enquiry of many different kinds, is considered to be an integral part of a professor's responsibilities to the university and to his discipline.

To what extent will this remain a valid assumption for Queen's? There are a number of factors to consider in answering the question.

There have been a number of attempts in recent years to isolate and identify the research dollar component of faculty salaries and now the whole basis of research funding is under study by another AUCC-sponsored study conducted by the Corry/Bonneau Commission. Until recently the discussion had focused on research which involved major direct costs in addition to faculty salaries. Such direct costs have been covered by grants made on a highly selective basis to individual members of faculty with proven capacity for effective research or outstanding promise of such performance as judged by their peers in each discipline. While this selective process did not by any means guarantee "productive" research it did subject individual research projects to outside scrutiny. Within the past year part of the concern about rising costs of universities (although unit costs have begun to drop in real terms) has been directed at the portion of faculty salaries supposedly spent on research that is not visibly "productive". This criticism raises the possibility that all research activity of individual faculty members - whether or not it involves external grants covering direct costs - should be subject to an appraisal process before it is undertaken. The purpose of such assessment would be to ensure that the faculty member in question was competent to undertake the research either on the basis of past performance or promise. In theory, if we wish to make best use of university resources

such a "preaudit" of individual research activity would seem to be a possible method of ensuring effectiveness and efficiency. In practical terms, however, the administration of such a preauditing procedure might prove to be excessively costly in the time of the best research workers among the faculty members involved in making assessments.

The question is, "How can we assure that we get the most out of our salary dollars, good teaching and good research?" When University funds are tied to numbers of students and the easy thing is to equate the quality of learning with the hours of teaching, there is great temptation to conclude that there is imbalance between teaching and research and to invent procedures and curricula to increase teaching time and decrease that spent in research. Universities are not schools, however. What is taught is only one concern. The essential aim is to engender the discipline and spirit of enquiry and fan the spark of intellectual ambition to full and lasting fire. It has always been true that today's information doesn't last long. What does last is the will and ability to discover (and if not discover, at least be aware of) new information, relate it to existing knowledge, and apply the whole to understanding and solution of the problems society faces. Research by itself will not ensure this quality of learning in the University and neither will teaching. The point is that, especially for



Queen's, the two are inseparable responsibilities of the university and its faculty members.

Thus the question is how much research, good research, can we get to complement the quality of our teaching? In an examination of faculty activity undertaken last year in connection with the Principal's Committee on Resource Allocation and described in our presentation to the Committee on University Affairs, we discovered that individual patterns of professorial activity vary considerably. Some professors are heavily engaged in research and with graduate students and take little part in undergraduate teaching or administration. Other senior professors devote major energies to administration and undergraduate teaching. Individual teaching loads are adjusted within departments so that persons with especially outstanding research talents assume relatively greater responsibilities for graduate students and other members of a department may carry a larger share of the undergraduate teaching load. The significant finding of our examination, however, was that when total teaching loads were compared on a gross departmental basis those with relatively high levels of external research funding were performing just as efficiently overall as those with low levels of such funding. There were considerable differences among departments but these could not be correlated in any way with external research grants. This is as it should be in a university

which gives first place to teaching and means what it says. A preauditing system for research would be unlikely, in these circumstances, to change the relationship between teaching and research activities.

For the university the question remains -- must every professor at Queen's be engaged in research over and above the scholarship which is expected of him? If research results were the only concern the answer could be negative. Although almost every tenured member of faculty at Queen's in the Faculty of Arts and Science and many in other faculties has qualified himself for university appointments by taking a research degree - the Ph.D. - and even though careful recruiting policies have produced a faculty of high calibre - it would be ridiculous to assume that every individual is going to make a major and vitally important contribution to the advance of his discipline. But there are at least two other concerns besides research results.

First, how much research does there need to be in total to ensure that enough work of major importance is done? Second, can less important and even unsuccessful research contribute to successful teaching? For Queen's the second question is the more important. How important to good teaching is a professor's enthusiasm for the process of discovery? How can he communicate this enthusiasm unless he is himself engaged

in it? We doubt that any satisfyingly precise answers to these questions can be given.

We conclude nevertheless that our objectives in teaching and in maintaining a productive and harmonious human environment at Queen's will best be served by continuing to view the responsibilities of faculty members as an integrated whole and that, so far as possible, individual members of faculty should be encouraged to place their major efforts in those areas where they will feel themselves to be most productive. At the same time, if the total resources available to the university continue to decline in real terms, it may become necessary to increase teaching loads on an overall basis. Indeed this has begun to happen in some departments already. This may mean that some members of faculty will find they must cut down serious research activity as additional teaching loads are distributed within departments. Indeed some judgements about the relative value of individual research work will be implicit in the distribution of additional teaching duties. We think, however, that these judgements are best arrived at within the departments rather than by the imposition of norms for teaching or external tests for individual research.

Perhaps the basic question can be put this way - do we foresee at Queen's the possibility of continuing a pattern of activities in which there are wide differences among



individuals in the relative effort given to teaching, research and administration? Is, indeed, such a pattern based primarily on departmental decisions about teaching assignments more likely to match talents and enthusiasms to appropriate tasks than a system in which norms are established and administered centrally? As noted at the beginning of this section pressures for centrally established norms exist inside as well as outside the university. We hope the importance of these matters in planning the kind of university we want Queen's to be has been made clear.

#### Committee Work

We have already noted that committee work may be a fruitful area of activity from which faculty effort could be reallocated to other purposes. Faculty members are themselves vociferous about the time wasted which could be put to better use in teaching and research. One of the most recent public voicings of this concern occurred at the conference on teaching and learning held by the Faculty of Arts and Science under the title Appraisal '72 where it was suggested not altogether facetiously that a committee be set-up to study the ways in which committee work could be reduced! Certainly, however, handwringing and complaining will not change the situation.

The problem has at least three major aspects. 1) the number of committees and the purposes for which they exist -

is there duplication and overlap? Are they doing work which could be handled by fewer people in less time? 2) the size of committees - can committees only function if their membership is constructed to provide full and continuing representation from every unit of the university with a possible direct or indirect interest? 3) the effectiveness of committees - how much time of necessary committees is wasted in repetition, irrelevancy and decision avoidance in the expectation that if only talk goes on long enough consensus will emerge? These are questions that have to be faced if talk of saving faculty time is to be more than pious rhetoric. Let us examine them briefly, but frankly.

One of the reasons for more committees than are perhaps required to perform particular tasks is a reluctance on the part of faculty members to delegate responsibility to their colleagues or, where appropriate, to administrative officers. There is an observable tendency to expect to oversee every administrative decision. We think that self-government of the university by the faculty is an important principle but that in practice its application can be improved. This will require setting clear policy guidelines, then leaving the execution to department heads, deans, administrative assistants, etc. The actions taken can be reviewed periodically as a basis for reconsideration of policy. It has been said that when authority rests everywhere it rests nowhere. We are by no

means in this situation at Queen's but we think that it is time to ask ourselves whether in faculty committee work we have not sometimes over-stepped the sensible boundaries of policy making. Of course we must recognize that there are some working committees in which members of faculty perform administrative tasks because they are the only people who are qualified to perform them--scholarship committees and admission committees for instance. But there are many other cases where committees are doing work which could be just as effectively and more efficiently done by an individual exercising his best judgement in relation to a set of established standards.

The second aspect concerns committee membership. Good administration requires consultation in most cases with those who will be affected by proposed administrative procedures. The same principle applies to committee work. A sensible committee will listen to the views of interested parties before shaping its decisions in the form of recommendations for action. It is observable, however, that when decisions are required on difficult issues which will affect some interests more favourably or less unfavourably than others there is considerable pressure for representation on the committee itself. Consultation is not enough. Yet full representation too often results, not in a workable consensus, but in a watered-down compromise which does not solve the problem. Furthermore



this unproductive process often takes a very long time. In general, to avoid this problem, committees should be non-representative. The Report to the Senate of the Joint Nominating - Operations Committee effectively argued this case in 1970 when membership on committees was reduced. Nevertheless the pressures remain and we think it is worthwhile to reiterate these intentions from time to time. Indeed, it might be argued further that in some cases, no individuals with vested interests in the outcome should be members of the committee. This will not preclude the fullest possible consultation. But it will preempt the possibility of decision avoidance.

Decision avoidance can also be dealt with by improving the effectiveness with which committees work. We think it would be possible to devise a brief set of guidelines for effective committee work which would assist chairmen and committee members in making more efficient use of the time which is spent in committees. Even time spent in considering what a particular problem is worth in committee time would help, at least, to establish priorities and a sense of urgency in committees. University faculty members are, among other things, professional experts in communication. They are undoubtedly proficient in sending messages. We suspect that part of the difficulty with committees is that

some of us are perhaps less proficient in receiving messages, i.e. listening carefully. Much time on committees might be eliminated if a) carefully prepared written material is circulated in advance and b) committee members study it with some care to discover what it says rather than assuming that the contents will be recapitulated for them in full detail in the meeting. Faculty members are professionally expert at reading and writing and these skills should be as fully deployed in committee work as in scholarly work. The amount of time spent speaking and listening should be reduced considerably if enough care is given to reading and writing.

We do not propose to treat the topic of committees at further length here. Perhaps the Vice Principal (Academic) not a committee - would accept the awesome and thankless burden of improving the effectiveness of committees and their interface with administrative practice.

## V ACADEMIC INNOVATION AND CHANGE

In the continuing discussion about the most effective use of university resources, changes and innovations of various kinds have central place. Change whether innovative or not has, of course, no value per se. Yet, as circumstances alter, capacity to change and innovate becomes essential if quality is to be improved or maintained. Because this is so important it is worth reviewing the experience of recent years for evidence that such capacity exists.

### Service Teaching

Many areas of possible innovation involve interdepartmental cooperation. We discussed the possible methods of achieving this at considerable length in SCAD Report #1. In particular we noted the practice of many departments of providing courses in other disciplines for their own students rather than relying for so-called "service teaching" on other departments. We noted especially the proliferation of courses in statistics in the university in a number of departments. Report #1 recognized "that we have arrived at the present situation as a result of a number of separate, uncoordinated initiatives over a period of years and that we ought now to examine what is being done to see whether there are satisfactory alternatives which would free resources for other purposes." In order to carry out such an examination, it was recommended and approved by the Senate that provision for service teaching of basic disciplines be studied by an appropriately designed sub committee of the Senate Committee on Academic Development and that the committee study in the first instance the teaching of statistics at Queen's and bring forward recommendations. As a result of that committee's work under the leadership of Dean R. L. McIntosh an Advisory Council on Statistics was established in June 1971 and first met in July of that year.



The Advisory Council has a number of considerable achievements to its credit after one year. It has established a consulting service which is now available on a year round basis both to students and staff. A series of seminars is planned to include topics such as "motivation of students" and "computer assisted instruction". The Council has also prepared lists of library holdings and sets of user oriented-computer programs and documentation. Each of these initiatives will effect improvements in the teaching and application of statistical methods at Queen's.

On the matter of courses in statistics, however, the progress of the Advisory Council is less easy to assess with certainty. They have attempted to compare the courses offered in various programs on the basis of behavioural objectives and to evaluate courses on the basis of the extent to which these objectives are being achieved. This study has not yet been completed. The Council has also investigated the possibility of developing a series of introductory courses appropriate to various levels of mathematical training which might substitute for introductory courses that are now given within the various departments. While the Council has found that there is a large degree of overlap among the contents of most introductory courses, several departments take the view that their courses are

sufficiently specialized to preclude the possibility of teaching statistics in general classes, and that no savings in resources would result because large enrolments would require additional sections in any case. In a continued assault on the problem the Council intends to prepare a summary of courses and course objectives for study by the curriculum committees of each faculty and is recommending that statistics offerings should be categorized and listed in separate sections of the calendars to further assist students, advisors, and faculty. They have asked SCAD to recommend Senate approval of this step in order to make it effective. As an extension of this proposal the Council intends to examine the possibility of offering a concentration in statistics. The Advisory Council is also considering a recommendation to the Faculty of Arts and Science that a general first level course in introductory statistics be offered to students of departments and faculties which do not offer their own introductory courses in statistics. We think that in general this is a wise course to follow and it is to be hoped that once a general introductory course is successfully in operation a number of departments will reconsider the extent to which they need to continue duplicating this work. This may be a case where judicious use of instructional technology could result in considerable saving of staff effort while providing students with the basic knowledge of statistics required for further application in a particular discipline.

### Life Sciences

A more hopeful development in the area of interdepartmental cooperation has occurred in the life sciences area where four departments (Anatomy, Biochemistry, Microbiology, and Immunology and Physiology), with the collaboration of the Departments of Biology and Pharmacology now cooperate in offering a common three year program for students who expect to specialize in one of the life sciences. Overlap and duplication of effort have been significantly reduced for students in this program and, as noted in Report #3, the potential of further integration with the core program in biology exists.

### Biology 030

The evolution of innovation in the structure and teaching methods for this course offers the best example available of an attempt to use resources (including student time and effort) more effectively in the pursuit of well-designed objectives within a single course in a single department. Independent study projects form an important part of the work of each term and are a major element in evaluating student performance. Formal lectures and other prescribed work designed to prepare students for independent study are heaviest in the early part of each term and are reduced as the student begins independent work. In the first term usually one of every two lectures is "live". But in presenting second term lecture material more extensive use is made of film and video recordings. The



savings in staff time achieved by these means of lecture presentation make it possible for each student to meet with a professor in small (10-12) discussion groups for 90 minutes each week. The close staff--student contact thus achieved is considered to be an essential counterpart to the emphasis on independent study. While the course is still considered to be experimental, it represents a serious effort by one department to provide a first level course with a multi-disciplinary perspective for the general student.

#### Physics 040

This course aims to help students in the humanities, social and life sciences to examine the basis of physical science and its impact on society and the individual. A variety of instructional techniques is used and this course also attempts a multidisciplinary perspective. From these concrete examples of innovation in specific courses we turn to the more general prospects for improved effectiveness by various means.

#### Integrated Studies

The probable need for greater interdisciplinary emphasis at the undergraduate level was noted in Report #1. The Report of the Principal's Committee on Teaching and Learning (1969) made proposals for assisting students in integrating their studies. One was for student learning groups, composed of some ten students who each had at least three courses in common.

These groups would be led by a graduate student or by a member of the Faculty. A second proposal was for core programmes, carrying the weight of several courses, which should cover a major theme, such as poverty or war, by means of the disciplines of several distinct fields of knowledge. The results of an attempt at inaugurating learning groups for first year students in the winter of 1970-1 were not encouraging and the experiment has not been continued.

In 1971-2 the Faculty of Applied Science mounted a first term course, called "Nature Science and Man", which was offered to their students as a credit course. The Faculty was encouraged by its success to offer a second half-course in the 1972-3 session. The Faculty of Arts and Science has offered special field concentrations which allow students to qualify for an honours degree by combining courses from several departments with concentration in such subjects as Commonwealth Studies, Culture Change, East European Studies, among others. The emphasis in these programmes has been to provide a firm disciplinary basis, combined with a range of academic methods, as an alternative to the single discipline or combined honours programmes. The combined honours programme allows equal emphasis on two disciplines. The number of such combinations in the Faculty has been increased. The major reform of its curriculum undertaken by the Faculty of Arts and Science from 1965 onwards and implemented in the spring of 1971 provides the student with a broad spectrum of programmes

from a five course concentration in a B.A. degree to a concentration of eighteen courses in a programme of study specified by one or more departments of mathematics and the natural sciences in the B.Sc., (Honours, subject of specialization). These new regulations were designed to afford as much flexibility as possible for a student to change programmes, and choose his courses within programmes, as can be combined with essential foundation courses in his chosen subjects. More teaching effort has been deployed into first and second year courses from upper year honours courses, so that freshmen and second year students are now assured some experience of small classes and the superior academic opportunity that this affords.

That there is, nevertheless, a recognition that not enough has yet been done to establish the academic credentials of the more general programmes, nor to meet the demand for more deliberate integration of what a student learns is suggested by demands that more attention be given in regular academic programmes to major human problems, such as conflict, or population, which cross familiar departmental and disciplinary boundaries. The problem to be resolved is far from straightforward, and discussion will continue formally at several levels in the university, and informally among faculty and students, until an effective solution is found or the problem is discovered to defeat formal prescriptions.

### Appraisal '72

A continuing concern for the quality of teaching and learning in all its aspects is evident in such major events as Appraisal '72.



This First Biennial Conference on Teaching and Learning was organized by the Faculty of Arts and Science before the beginning of classes in January. During the two day workshop 174 people, including academic staff, students, and administrators, examined current methods of teaching and evaluating students in relation to the objectives sought. The conference agreed that certain fairly widespread problems existed. For example, it became clear that many individual students are overburdened by the amount of work assigned them by their instructors, each of whom is concerned with the requirements of his or her particular course but insufficiently concerned with the effect on the student of the sum of courses being followed. One result of this is that much student learning remains excessively fragmented.

Among the specific recommendations proposed by the conference and intended to improve learning were the following: that the total number of full courses per year (but not the workload) be reduced, that the number of class hours per course be reduced in order to place greater emphasis on the individual student's reading, reflection and writing, and that fewer subjects be studied at a time but more intensively for shorter periods of time. Other recommendations touched on ways of improving teaching (by old methods as well as new), evaluation of students, sense of community, counselling and allocation of resources. In all, twenty-six proposals were

put forward by the Conference for further study within the Faculty of Arts and Science and a number of these have already been adopted for implementation.

#### Health Sciences Office of Education

One of the most interesting initiatives in relation to the use of instructional resources is the establishment by the Vice Principal Health Sciences of a health sciences office of education. The office is designed to provide all academic staff in the health sciences with opportunities to study teaching and to exchange information about educational techniques. The office is also intended to provide interchange of information with other institutions active in the field of education within the university. Specific mention is made of the Faculty of Education. While the educational approaches and needs of the health sciences are perhaps more homogeneous than in other parts of the university the establishment of this office at least raises the question as to whether the university as a whole needs a permanent institutional framework for assisting members of faculty to work towards a professionalism in their teaching activities parallel to their professionalism in their chosen disciplines. On the other hand perhaps the most effective way of proceeding towards this objective for the university as a whole is by example. If full support and encouragement is provided for members of faculty who dedicate themselves to professionalism in teaching and if their efforts are made fully visible, then

the advantages of certain alternatives to conventional patterns of instruction will when appropriate "sell themselves".

## VI ADMISSIONS POLICY

During the past year the faculty boards and the Senate have given careful consideration to the recommendations of the University Council committee on admissions and certain actions have resulted.

First, the Senate has authorized the steps necessary to evaluate and analyze on a continuing basis the effectiveness of admissions methods of the various faculties through longitudinal studies of student progress.

Second, the Senate has approved the suggestion that supplemental application forms be used to gather non-academic information on the talents and interests of applicants where such forms are consistent with the agreed procedures of the Ontario Council on Admissions and that such information be taken into account particularly in considering students on the borderline for admission.

The University Council was particularly concerned in its report with making "a wider outreach to attract persons who can do university work, who can benefit from attending Queen's, but who would not otherwise be admitted". In this connection, the Senate has approved the lowering of the age requirement for mature students to 21 with the proviso that the applicants have been out of school for at least three years. The Senate has also agreed that special remedial programs aimed at gaining



admission to Queen's for students from disadvantaged backgrounds be fully explored as to need, cost, and means of implementation. It should be noted in Canada no federal or provincial grants are available to universities for the specific purpose of assisting such students in the way that the Upward Bound program of the United States Department of Health Education and Welfare provides.

The Senate has fully endorsed the recommendations of the University Council on the non-preferential treatment of children of alumni, on the admission of transfer students, on the treatment of Kingston residents, on publicizing the opportunities available to women in all faculties, and on the importance of maintaining the present proportion of Canadian students from outside of Ontario and Quebec. In this connection, the Board of Trustees has created a number of additional bursaries to assist students from other provinces to attend Queen's.

The report of the University Council has provided an important and constructive stimulus to a continued review of admission policies and practices. The Faculty of Medicine faces perhaps the most serious immediate questions as it prepares to admit its first full intake of 70 students to the first clinical year of medicine in the fall of 1973.

In the past few years 50 of these places have been reserved for students already enrolled in the premedical course at Queen's. Students were admitted to premedicine for the last time in 1970 and there will therefore be a great many questions on the part of students who aspire to medicine about the qualifications on which they will be judged for admission in 1973. The emphasis of the University Council report on the importance of publishing admissions criteria is obviously applicable in the case of medicine. While it would be unrealistic to expect that crystal clear policies will emerge until some experience with the new circumstances has been gained, the admissions problem in medicine clearly illustrates the importance of specifying admission criteria so that student expectations are realistic in relation to a situation where many applicants will continue to compete for relatively few places.

All faculties have been facing increased difficulty in assessing grade XIII academic results as high schools make use of greater freedom allowed by the Department of Education to diversify content and standards. While there are signs of a return to more structured programs in some cases, uncertainty can be expected to persist. This rapidly changing picture in grade XIII suggests caution in applying the results of the longitudinal studies referred to at the beginning of this section.

VII ENROLMENT PROJECTIONS

The Senate will be asked no later than its January meeting to approve a revised set of long term projections adjusted to reflect the estimated effects of enrolment trends apparent in this year's registrations.



VIII UNIVERSITY/GOVERNMENT INTERFACE FOR PLANNING

At the beginning of this report we reviewed the assumptions on which our long-range plans have been based. It must be acknowledged, however, that our planning can have little significance unless the procedures for achieving coordination within the Ontario system are reasonably well agreed and understood. Until the present time it would be fair to say that such system coordination has concentrated on the short term rather than the long term. Enrolment projections provide the best illustration of this. The Committee on University Affairs in consultation with the Council of Ontario Universities and the Department of Colleges and Universities recommends each January an official forecast of overall enrolment for the following academic year. The main purpose of this forecast is to limit the budgetary commitment of the government to a fixed amount, whatever the actual enrolment may turn out to be. This annual process assists budget making at Queen's Park but does not meet in any way the need for an overview and coordination of the long-range plans of the universities.

It has been widely recognized for a number of years (beginning with the Spinks Commission on graduate studies in 1965) that a system depending heavily on public funds

must somehow be coordinated to avoid unnecessary and wasteful duplication of activities. This recognition has motivated the Study of Engineering Education and underlies the current discipline assessment program. The objective of avoiding duplication can best be achieved through the coordination of the long-range plans of individual institutions. Such coordination is much to be preferred to sudden short term swings in government policy aimed at immediate correction of situations which long-range coordination would have recognized and dealt with more efficiently and with less waste. The most visible example of the need for long range coordination is the series of steps taken by the government to cut down graduate enrolments.

In future the essential independence of universities will be maintained only if a process develops within which the plans of individual institutions can be adjusted from year to year through a reasonable and orderly process of review and discussion. Briefly stated, universities would propose long-range enrolment plans; the Committee on University Affairs (or its successor) would review those plans and would ask individual universities where necessary to make adjustments in the light of the overall needs and resources of the province as seen by the Committee. The process would be continuous and iterative.

In general outline such a process would work as follows: Universities would express their intentions in enrolment projections five or six years ahead as they have been doing in annual submissions to the Committee on University Affairs. These individual submissions would not, of course, be prepared in a vacuum. Each university would base its plans not only on its estimate of the student constituency available to it and on the academic strengths which it has established or is building but also on the needs of its local community and the resources of that community and a general awareness of provincial policies at the time of preparing the long-range projection. The Committee on University Affairs (or its successor) would then examine the individual submissions and would test them in total against the following kinds of questions: Do the total enrolments in professional faculties projected five years hence appear to be reasonable? If excessive, by how much? If too low, by how much? The Committee would not attempt precise estimates of manpower needs but would use the studies now being made by a number of agencies to establish a range within which needs for each profession for manpower are likely to fall. If the total of the various university numbers for a particular specialty seemed obviously excessive then the Committee would invite the universities with those



particular programs to review their plans jointly and, if possible, agree on revised plans which would be consistent with the views of the Committee. It should be understood, however, that in this process the views of the Committee might also change. In relation to undergraduate arts and science, the Committee would indicate whether the plans of the universities appear to meet the student demand so far as that can be judged five years in advance. Such judgments would obviously be related to other matters on which the Committee would be making recommendations to government, e.g. student aid, fee policy, etc. In graduate work the Committee would face the most difficult problems. It has tended to take the view in the past that graduate work should be distributed more or less evenly throughout the university system. Queen's, on the other hand, has urged that we should plan for the future a differentiated system in which all universities would be expected to offer first class undergraduate work in a reasonable number of basic disciplines but in which the proportions of graduate and professional work would vary widely. Such wide variations already exist with respect to professional studies. Most graduate work represents professional study at a higher level and the principle of differentiation is logically applicable to it. Nevertheless, it is the responsibility of

the Committee on University Affairs to indicate whether, as with professional and undergraduate work, the plans of individual universities are consistent in this area with the needs of the province and to seek adjustment in individual university plans where such consistency is lacking. Again, this should be an iterative process assisted by the discipline assessment process now underway under the auspices of the Council of Ontario Universities.

What we have been describing is a process whereby the enrolment plans of individual universities could be validated by the Provincial authority which will be recommending government funding to allow implementation of plans. The process would involve a general review of enrolment plans five years ahead. After the process of adjustment has been satisfactorily carried out then there should be a firm endorsement of the plans for three years ahead. Both the three year and the five year periods would be extended on a rolling basis each year. This would allow universities to plan internally with some assurance. It would be understood that if the government found it necessary to make important changes affecting enrolments within the three year period these would be announced and explained at least a year in advance of their coming into effect so that neither students nor institutions would be left with wasteful commitments.

Universities themselves in turn would be committed to sticking reasonably closely to their approved plans. Plans would indeed be subject to change. They always are. But it would be change by due process on both sides. Such cooperative planning with the initiative resting with individual universities and review and coordination the responsibility of the Government's advisory agency would represent a further logical step in the evolution of the unique Ontario university system based on a large degree of institutional independence coupled with voluntary cooperation. Of course it would be unrealistic to assume that every problem will be resolved voluntarily. In those cases the government authority has the right and responsibility to impose a decision. But, on the whole, we think that both universities and governments would prefer a process which allowed marginal adjustments (and most would be marginal) in university plans to be worked out on a give and take basis.

Overall numbers of students in various broad kinds of general, professional and graduate education at the university level are the clear responsibility of governments. In discharging the responsibility means are needed whereby the necessary degree of coordination among a number of independent institutions can be achieved. If maximum independence (essential to effective



university teaching and research) is to be preserved and rational planning within each university encouraged, the necessary coordination must be achieved in adjustments of long-range plans on a continuing and orderly basis. We hope that attention will be paid to these objectives as the interface between university and government planning is considered in the months ahead.

IX CONCLUSIONS AND RECOMMENDATIONS

We return here to basic questions about the effective use of resources in achieving the purposes of Queen's University. In academic and financial importance no single resource is more important or more expensive than faculty effort. The allocation of this effort among teaching, research and administrative activities, involves complex combinations of choices on the part of the individual and the various groups of which he is a part - his department, his faculty, and the university as a whole. The Report of the Task Force on the Steady State has explored the implications of various policies for staffing, promotion, and leave which affect the total effort available for deployment and it would be premature to make recommendations to Senate on these matters before the Task Force report has been studied thoroughly and discussed widely. It is to be expected that, following such study and discussion, policy on some of these crucial matters will be formulated for action by the Senate.

Other areas of choice are less amenable even in the long run to specific recommendation. In the discussion of academic innovation and change we have drawn attention to a number of initiatives in course development and teaching methods which deserve evaluation by faculty as a whole. While we have not

repeated the discussion here, we observe that many of the uncertainties noted in Report #1 about the objectives of graduate work, particularly at the master's level do not appear to be visibly nearer resolution than they were four years ago. Difficulty in defining objectives either for graduate or undergraduate students is a perennial problem and not capable of quick permanent solution. We think it more important than ever, however, for faculties and the divisions of the graduate school to attempt to clarify the purposes of programs offered and communicate them to prospective students.

We have suggested that Queen's is in need of more definite policies concerning research. This need becomes increasingly urgent in view of foreseeable changes in the research funding policies of both federal and provincial governments. The Advisory Research Committee of the School of Graduate Studies and Research is therefore asked to give high priority to the development of research policies for recommendation through SCAD to the Senate. The discussion in this report under the heading Resources and Quality touched on a number of matters concerning research which will, we hope, be kept near the forefront of the Advisory Committee's deliberations.

Finally, there is every prospect that the interface between



government and university planning will be the subject of close attention during the next year or eighteen months. We have attempted here to address the problem in a general way only, but in terms which will ensure that Queen's and other universities retain the maximum voice in deciding their individual futures which is consistent with the requirements of reasonable province-wide planning. Consistent with this view we recommend:

that the Senate approve for planning purposes the long-term projections of enrolment presented in this report\* subject to continued review and reconsideration on an annual or other basis as required for effective coordination with planning for the province of Ontario as a whole.

\* The Senate will be asked to approve a revised section on projections no later than its January meeting.

LONG TERM ENROLMENT DATA 1977-1978

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular M.C.U. Enrolment Reports (U.A.R. Forms). Note particularly, however, the precise requirement under item (i) which is for registration in the 1st. University year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an F.T.E. basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of F.T.E. for teaching services performed (Toronto, Waterloo, Western and Laurentian).
4. Conversion for part time undergraduate taken as 6 courses = 1 FTE

	1971 -72	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77	1977 -78
(i) Full-Time "Freshman Intake" (i.e. 1st. Year Undergraduate Degree)	1949	2054	2000	1990	2025	2025	2025
(ii) Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifyiny year)	7664	8045	8180	8350	8620	8700	8700
(iii) Total Graduate (Fall-Term)	936	895	915	1020	1110	1215	1300
(iv) Total Full-Time Enrolment (ii plus iii)	8600	8940	9095	9370	9730	9915	10,000
(v) F.T.E. of Part-Time Enrolment using Formula Conversion Factors (excluding "Summer School" Graduate Students) (4)	1200	1300	1300	1300	1300	1300	1300
(vi) F.T.E. Enrolment (iv plus v)	9800	10,240	10,395	10,670	11,030	11,215	11,300
(vii) Total Basic Income Units Under Formula (i.e. Total Weighted Enrolment)	18,800	19,400	19,610	20,350	21,130	21,690	22,030







